

*A New Vision of
Professional Development
for New Jersey Teachers*

implementation guide

2001–2002

Prepared by
The New Jersey Professional
Teaching Standards Board
and
The New Jersey Department of Education
Office of Standards and Professional Development

PTM 1502.62

preface

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of the New Jersey
Teaching Standards Board
that standards-based
development results in
growth and enhances

New Jersey Professional Teaching Standards Board Members September 2001

Gloria Castucci	Higher Education Nonpublic Education	Seton Hall University/Caldwell College Archdiocese of Newark
Michael Cohan	Teacher	Union Township School District
Dennis DeGroat	School Board Member	Kittatinny Regional High School
Louis Della Barca	Principal	Egg Harbor Township School District
Victoria B. Duff	Mentoring Coordinator as Teacher Facilitator	Toms River Regional School District
Tracey Fallon	Teacher	Glen Landing Middle School
Carl E. Fratz	Teacher	Penns Grove—Carney's Point Regional High School District
Pamela Garwood	Teacher	Bridgeton School District
Susan Heinis	Teacher	West Essex Regional School District
Cheryl Johnson	Teacher	Garfield School District
Janet L. Parmelee	Ass't. Superintendent	Morris—Union Jointure Commission
Carlo Parravano	Director	Merck Institute for Science Education
Bruce Peragallo	Teacher	Edison Township School District
Donna Puluka	Teacher	Hunterdon Central Regional School District
Cherylin J. Roeser	Teacher	Ramapo Indian Hills Regional High School District
Ana Maria Schuhmann	Higher Education	Kean University
Dolores Szymanski	Ass't. Principal	Burlington County Institute of Technology
Anne M. Thomas	School Board Member	Piscataway Township School District
Wendi Webster-O'Dell	Education Consultant	New Jersey PTA

Professional Teaching Standards Board

ORGANIZATIONAL CHART

New Jersey State Board of Education

Commissioner

Vito A. Gagliardi, Sr.

Acting Assistant Commissioner

Division of Academic and Career Standards

Jay Doolan

Acting Director

Office of Standards and Professional Development

Robert J. Richs

Professional Teaching Standards Board

Victoria B. Duff, Chair

Carlo Parravano, Vice-Chair

Wendi Webster-O'Dell, Secretary

Professional Development Unit

Eileen Aviss-Spedding, Manager

Lois Terlecki, Coordinator

Jan Niedermaier, Specialist

County Professional Development Boards (21)

Local Professional Development Committees (611)



Professional Teaching Standards Board MILESTONES

May 1998	N.J.A.C. 6:11-13 adopted by the State Board of Education
January 1999	PTSB appointed by the Commissioner with State Board approval
August 1999	Regulations amended to allow planning time; regulations went into effect September 2000, and 2000–2001 was designated a developmental year
September 1999	Commissioner appointed County Professional Development Boards; Local Professional Development Committees were elected/appointed
January 2000	Professional Development Standards approved
March 2000	Professional Development Provider Directory went online
July 2000	Framework for <i>What Counts</i> approved
October 2000	Framework Addendum outlining formula for part-time teachers approved
November 2000	Districts submitted Professional Development Plans for review by County Boards
January 2001	Election procedures for Local Professional Development Committees approved
March 2001	Nomination procedures for County Professional Development Boards approved
April 2001	PTSB newsletter, <i>The Compass</i> , had debut in print and on the web site
May 2001	County Professional Development Board Roles and Responsibilities approved
June 2001	PTSB submitted report on developmental year to the State Board of Education

The New Jersey Professional Teaching Standards Board

MISSION STATEMENT

*The mission of the
New Jersey Professional Teaching Standards Board
is to ensure that standards-based
professional development results in
professional growth and enhances
student learning.*



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INTRODUCTION

New Jersey's New Vision for Professional Development

Research shows that teachers make thousands of professional decisions daily. *A New Vision for Professional Development* supports and challenges educators in their efforts to expand and deepen the knowledge base from which they make decisions that affect the lives and learning of students. This new vision shifts the focus of professional development away from the traditional model of single-day workshops, often unrelated to life in the classroom, and places the emphasis on job-embedded activities such as mentoring, action research, collaborative planning and assessment, and collegial observation, reflection and feedback. These are the kinds of professional activities that develop and refine actual, ongoing practice.

This new vision recognizes that professionals themselves must take ownership of and responsibility for their own growth and for the services they provide to students and to the profession. Teachers must be lifelong learners if they are to prepare students to assume their own proactive and productive roles in an ever-changing, technologically rich, information-saturated world.

This handbook is designed to guide individual educators and administrators, school districts, Local Professional Development Committees, and County Professional Development Boards as they seek to fulfill the requirements of the Administrative Code for Required Professional Development for Teachers (*N.J.A.C. 6:11-13*).

Every reader will benefit from a review of the history of the initiative. It explains the work of past and current commissioners of education to make professional development an integral part of New Jersey's efforts to implement standards-based educational reform. This history discusses implementation issues at the local, county, and state levels, and summarizes the work to date of the Professional Teaching Standards Board (PTSB), which has been charged with developing the standards for professional development in New Jersey and the plans for implementation of the initiative.

Section One presents the actual professional development regulations as set forth in *N.J.A.C. 6:11-13*. These regulations specify the amount, duration, and content of required professional development; outline procedures for the review and approval of professional development activities; detail the monitoring and compliance responsibilities; and describe the PTSB's future role in developing standards of professional conduct and practice. Included in this section is information on the participation of nonpublic schools in the mandated professional development for teachers.

Section One also identifies the twelve Standards for Required Professional Development for Teachers. The preamble presents the rationale for these standards; ties activities to a required focus on enhanced student learning and achievement; encourages collegial and collaborative dialogue; and argues for the financial, time, and planning resources necessary to realize this new vision.

Section Two highlights the District Plan for Professional Development and the interdependent work of the Local Professional Development Committees, the County Professional Development Boards and the district Boards of Education in the development, submission, and review/approval of professional development plans. Sample forms for district plans, checklists for plan review, and a feedback continuum are included in this section. Also included is the timeline for the submission and review of district plans.

Section Three provides the revised Professional Development Framework (*What Counts?*) which details the activities and categories within which teachers can earn professional development hours. This document will serve as a guide to teachers, educational services personnel, supervisors, and administrators as they work collaboratively to plan and organize professional development activities for the district. As further revisions or modifications are made to this framework, updated replacement pages for this section will be provided.

Section Four focuses on the Professional Improvement Plan (PIP). Since the content of each teacher's professional development must be specified in a Professional Improvement Plan, educators should work collaboratively to identify goals and activities that will lead to professional growth for the practitioner and enhanced learning for students. Sample forms for creating the PIP, for modifying a PIP, and for recording earned professional development hours have been included in this section. In addition, this section offers advice and guidelines for teachers and educational services personnel on writing a professional improvement plan.

Section Five highlights the Professional Development Provider System and Directory, an online registry of school districts, colleges and universities, not-for-profit agencies, businesses and entrepreneurs who offer professional development opportunities. The directory is a valuable resource that can be accessed via the NJ Department of Education web site at www.state.nj.us/education/ and by clicking on Professional Development. Professionals who are interested in sharing their expertise with others might consider registering as providers themselves. This section of the handbook contains information about how to use the directory and how to register as a provider. This section also includes a copy of the documentation form providers must give participants in training activities they offer.

Section Six provides information on resources, including a glossary of terms most frequently used in professional development and directly relevant to education in New Jersey; a bibliography of publications that the PTSB used in its work and that may provide assistance and guidance to both local committees and county boards; a list of agencies and organizations whose goal is the advancement of the cause of quality professional development; and a parent guide to understanding the role of professional development in the schools.

Section Seven details information on contacts to aid members of Local Professional Development Committees and County Professional Development Boards. It includes a list of PTSB liaisons, lists of the chairs of county boards, New Jersey Department of Education contacts, and professional development web sites.

Section Eight provides a list of the current policies and procedures of particular interest to Local Professional Development Committees and County Professional Development Boards. These include rules of order for meetings, election and appointment procedures for local committees and appointment procedures for county boards, and county board roles and responsibilities.

Section Nine contains updates and general information such as the PTSB meeting dates, times and locations, and information on offering public testimony. This section also includes the resolutions passed by the PTSB and approved by the Commissioner of Education.

Section Ten provides a Frequently Asked Questions (FAQs) list that educators can access to find answers to the most common questions and concerns that arise in the implementation of the professional development initiative. This section will be updated regularly.

Further additions to this handbook are planned and some are in development as of this writing. They include guidance on developing a needs assessment and a compendium of best practices models featuring exemplary professional development for teachers.

HISTORY OF THE INITIATIVE

High-quality, ongoing professional development for teachers and educational services personnel is an important part of New Jersey's standards-based education reform movement. With the adoption by the State Board of Education in May of 1996 of a set of rigorous Core Curriculum Content Standards in seven academic and five workplace readiness areas, the New Jersey Department of Education deemed it essential for teachers to acquire the knowledge and skills needed to enable students to reach those standards.

In 1998, Leo Klagholz, then Commissioner of Education, and the Department of Education, proposed an amendment to *N.J.A.C. 6:11*, "Professional Licensing and Standards," adding a new subchapter concerning the required professional development of active teachers. The rules required that each active educator, defined as any practicing holder of the instructional or educational service license, complete 100 hours of state-approved professional development every five years. On May 6, 1998, the "Required Professional Development for Teachers Regulations" were adopted by the State Board of Education.

The rules established a nineteen-member Professional Teaching Standards Board (PTSB) within the Department of Education, a fifteen-member County Professional Development Board in each county of the state, and a six-member Local Professional Development Committee in each school district in the state. These boards and committees were charged with the responsibility of creating and implementing the plans necessary to achieve the purposes of *N.J.A.C. 6:11-13*.

In January 1999, Commissioner Klagholz appointed the members of the PTSB to their positions. Based on recommendations of the county superintendents of schools, the members of the County Professional Development Boards were appointed by Commissioner David Hespe in April 1999. The four teachers elected to the Local Professional Development Committee and the two administrators appointed by the local superintendent officially began their terms in September 1999.

Throughout most of 1999, the members of the PTSB worked to draft implementation procedures and an implementation schedule for the new regulations, to set the standards for professional development programs, and to create the provider registration system. The new professional development standards reflect the PTSB's extensive and thorough work in 1999. These standards were developed based on current education research and reflect input from nearly 3,000 New Jersey educators through a statewide survey and numerous focus groups, as well as from state education associations and national experts. The provider registration system was established to assist individual educators and school districts to gain information about professional development opportunities throughout the state.

Based on the recommendations of the PTSB, the State Board of Education changed the initial starting date for implementation of the regulations from January 2000 to September 2000. In January 2000, Commissioner Hespe adopted the professional development standards.

The professional development regulations state that each individual teacher in conjunction with district board of education policies is responsible for fulfilling the 100-hour requirement every five years and for taking whatever steps are necessary in order to meet that requirement. The rules further specify that it is the responsibility of the local supervisor and the district administrator to monitor the educator's efforts continuously through progressive supervision. Finally, the rules establish that, within five years of its first meeting, the Professional Teaching Standards Board will define an affirmative independent role for the PTSB by establishing and advocating broader standards of professional performance and conduct.

These new rules provide a vehicle to enable teachers and educational services personnel to stay current with the latest research in their respective fields and to equip them to assist New Jersey students in achieving high academic standards. Like educators in other states, New Jersey teachers are faced with the challenge of equipping New Jersey students for an increasingly demanding workforce within technology-rich environments. It is important that New Jersey's teachers be prepared to help students take advantage of the educational and workforce opportunities beyond high school graduation.